

**Evaluating Health Education Programs**  
Department of Health Education & Behavior  
University of Florida  
HSC 6712, Section 1789  
Fall 2010

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**Class Period:** Tuesday, Periods 9-11 (4:05 p.m. - 7:05 p.m.)

**Class Location:** FLG 265

**Office Hours:** Tuesday 2:00 pm – 4:00 pm, or by appointment.  
Scheduled appointments are recommended.

**Department Chair:** Dr. Jay M. Bernhardt  
OFFICE: Room 5, Florida Gymnasium  
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**Course Description:** The course examines models and strategies for conducting formative and summative evaluation of health education program interventions. Emphasis is given to model selection, the politics and ethics associated with evaluation, planning evaluations, measurement, needs assessment, evaluation designs, sampling, data analysis, cost analysis, and report generation. Students complete an applied evaluation or needs assessment project.

**Course Objectives:** By the completion of this course students should be able to:

1. Discuss the value of program evaluation.
2. Discuss fundamental concepts of program evaluation.
3. Select an appropriate design for a program evaluation.
4. Assess the quality of published evaluation research studies.
5. Estimate the impact of a health promotion intervention for a defined population.
6. Use existing literature to develop, implement, and plan a program evaluation.

**Course Photo (Required):** Students are required to post a professional photo on E-Learning.

**Course Textbook (optional)**

McDermott, R.J. & Sarvela, P.D. (1999). *Health education evaluation and measurement: A practitioner's perspective* (2nd edition). WCB/McGraw-Hill.

**Course Resources:**

Weiler, RM (2010). [A Practical Guide to Evaluating Health Promotion Programs: An Instruction Workbook](#). Gainesville, FL. **Available on E-Learning.**

U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide. Atlanta, GA: Centers for Disease Control and Prevention, 2005.

Centers for Disease Control and Prevention. Framework for Program Evaluation in Public Health. MMWR 1999;48(No. RR-11). [Online: <ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4811.pdf>]

Healthy People 2020 National Health Promotion and Disease Prevention Objectives. USDHHS, Public Health Service. [Online: [www.healthypeople.gov](http://www.healthypeople.gov)]

**Required Readings:** Students are responsible for the interpretation of all assigned readings, including chapter assignments, handouts, and outside readings. However, not all reading materials will be covered in class. More time may be spent on certain topics covered in the reading materials than others. Read carefully and critically. Pay close attention to main headings, and study key words, tables, and figures. Identify questions for class.

**Academic Honesty:** “The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. “As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code.

**Attendance:** Although attendance is not mandatory, students are expected to prepare for and attend all class sessions and complete all assignments. Contributing to the class discussions is expected as well. Remember poor attendance, tardiness, and lack of readiness for class will affect your grade. Also, please note course-related announcements are made during class with no reminders. Therefore, when you anticipate missing a class or if you miss a class be sure to get a copy of any notes, handouts, assignments, etc. from a classmate. Remember to bring your textbook to every class session.

Student Name	Phone Number	Email Address
1.		
2.		
3.		
4.		

**Assignments:** Students are expected to do their best work. Assignments will be collected at the beginning of class on their due dates. Ten points per day will be deducted on assignments submitted late. Class participation activities will not be accepted after their due date and cannot be made up. Make back-up copies of all your work. Major assignments will not be returned. All written work must be typed. Form and style must follow rules and guidelines as outlined in the *Publication Manual of the American Psychological Association* (5<sup>th</sup> Edition, July 2001).

**Policy for Missed Exams:** Students who miss the exam will be allowed to take a make-up exam scheduled at the convenience of the instructor. The final score on the make-up exam will be calculated by deducting 10 points from the raw score.

**Testing, Exam Reviews, and Grade Appeal Policy:** STUDENTS WHO ARRIVE AFTER THE FIRST PERSON COMPLETES THEIR EXAM WILL NOT BE ALLOWED TO SIT FOR THE EXAM AND WILL BE REQUIRED TO TAKE THE MAKE-UP. I will discuss the answers to all exams and quizzes in class. Do not ask me to go over exams and quizzes on a tutorial basis. It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are returned. After grades are returned in class, students have one week to appeal the grade. After one week, a grade will not be changed. No exceptions.

**Commercial Sale of Course Lectures:** The content presented in the class is the property of the instructor and UF and may not be duplicated in any format without permission from the instructor, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

**Special Accommodations:** Students requesting specific classroom accommodations must provide the instructor with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of classes verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with the instructor.

**Classroom Etiquette:** To minimize disruptions students are asked to arrive to class a few minutes early so that we can start on time. I recommend that you arrive to class 10 minutes early on the day of exams. Turn off cell phones, smart phones, and other electronic devices including laptops before entering the classroom. You may be asked to leave class if found violating this policy. Students are expected to be courteous and civil to others at all times. While university policy does not allow eating or drinking in any classroom, drinking bottled water is permissible.

**Assignments, Point Values, and Grading Scale:**

Assignments	Point Value	My Score	Final Letter Grade Scale	Grade Points
Protecting Human Research Participants Training	50		A = 93.5% and above	4.0
Exam	100		A- = 90.0 – 93.49%	3.67
Field Exercise	150		B+ = 86.5 – 89.99%	3.33
			B = 83.5 – 86.49%	3.0
			B- = 80.0 – 83.49%	2.67
			C+ = 76.5 – 79.99%	2.33
			C = 73.5 – 76.49%	2.0
			C- = 70.0 – 73.49%	1.67
			D+ = 66.5 – 69.99%	1.33
			D = 63.50 - 66.49%	1.0
			D- = 60.0 – 63.49%	.67
			E = < 60%	0
<b>Total</b>	<b>300</b>		WF, I, NG, S-U	0

**Protecting Human Research Participants Training:** Students must complete the National Institutes of Health's [NIH] online training program, "Protecting Human Research Participants. The training program is posted on the NIH website: <http://phrp.nihtraining.com/users/login.php>. The material covered in the training will be included on the exam. Training will take approximately 3 hours to complete. The training program can be started/stopped as your time allows. It does not have to be completed in one sitting. When you complete the training, go to "Get Certificate" and save your certificate. Submit your "Certificate of Completion to the Human Subjects Review Assignment folder on E-Learning by September 21, 2010. Your certificate will include:

1. Your name (as it appears in course registration)
2. Date of completion.
3. Your certification number.

**Exam:** The 75 minute exam will cover technical specifications of planning, implementing, and evaluating health education programs as presented in the text, lectures, and supplement materials posted on E-Learning and distributed in class. The exam will include approximately 75 to 100 multiple choice questions with four response options. For the example students are required to bring two, sharp, #2 pencils with a functional eraser.

**Field Exercise:** This semester the class will conduct an applied formative evaluation to assess the data collection protocol for a field study. The field study is designed to examine the associations between scooter helmet use and attitudes among UF college students and staff. This field exercise has been designed to provide students an opportunity to learn and apply skills commonly used in conducting an evaluation such as designing a questionnaire, collecting, managing, and analyzing data, interpreting results, and preparing an evaluation report. Each student will be assigned to one of 5 teams to complete specific tasks related to the project. The five teams include:

1. Background Team
2. Instrumentation Team
3. Data Collection Team
4. Analysis Team
5. Report Team

In addition to team responsibilities, all students are expected to provide feedback during the instrumentation development phase of the exercise and assist with collecting data.

Your score on the field exercise will be determined by: the quality of the work completed by your team, the number of hours you spend collecting data, your individual contribution to the team as determined by your peers.

Team Points:	50 points
Data Collection:	50 points
Peer Evaluation:	50 points

As the principal investigator on the project, the instructor is responsible for directing and supervising, and is responsible for all aspects of the project. The Guidelines for Faculty-Student Collaboration (Department of Health Education & Behavior) will govern the professional dissemination of results or findings engendered from the project.

**UF Grading Policies:** Information on current UF grading policies and for assigning points can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

**Course Assistance:** If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see me. Don't wait until it's too late.

**Human Subjects and Institutional Review Board (IRB).** Research projects that involve collecting data from human subjects (human participants) must be approved by the University of Florida's Institution Review Board (IRB) before an investigator can begin their study. The IRB approval process is described on the UFIRB website ([www.irb.ufl.edu](http://www.irb.ufl.edu)). UF has four review boards. Unless otherwise specified by the instructor, student application should be completed by following the instructions provided by IRB-02, which can be found on the website under "UF Campus/Non-Medical."

### **Selected Online Evaluation Resources**

American Evaluation Association, Guiding Principles for Evaluators: [www.eval.org](http://www.eval.org)

Centers for Disease Control and Prevention, CDC Evaluation Working Group: [www.cdc.gov/eval](http://www.cdc.gov/eval)

Community Guide Branch, National Center for Health Marketing (NCHM), Centers for Disease Control and Prevention, The Community Guide: <http://www.thecommunityguide.org/index.html>.

WEB Center for Social Research Methods: <http://www.socialresearchmethods.net/>

W.K. Kellogg Foundation: <http://www.wkkf.org/Publications/evalhdbk/>

University of Kansas, The Community Toolbox, <http://ctb.lsi.ukans.edu/ctb>

University of Toronto: <http://www.utoronto.ca/shp/hcu>

University of Wisconsin Extension: <http://www.uwex.edu/ces/pdante/evaluat.htm/>

### **Bibliography of Selected Evaluation References**

Bartholomew, K., Parcel, G., Kok, G., and Gottlieb, N. (1999). *Intervention mapping*. Mountain View, CA: Mayfield.

Green, L.W., & Kreuter, M.W. (2005). *Health Program Planning: An Educational and Ecological Approach* (4th edition). Boston: McGraw-Hill.

Green, L.W., & Lewis, F.M. (1986). *Measurement and evaluation in health education and health promotion*. Palo Alto: Mayfield.

Guba, E., & Lincoln, Y. (1989). *Fourth-generation evaluation*. Newbury Park, CA: Sage.

Patton, M.Q. (1990). *Qualitative research and evaluation methods* (2<sup>nd</sup> ed.). Newbury Park, CA: Sage.

Rossi, P.H., and Freeman, H.E. (1999). *Evaluation: A systematic approach* (6<sup>th</sup> ed.). Newbury Park, CA: Sage.

Shadish, W., Cook, T., & Leviton, L. (1991). *Foundations of program evaluation*. Newbury Park, CA: Sage.

Wholey, J.S., Hatry, H.P., & Newcomer, K.E. (Eds.) (1994). *Handbook of Practical Program Evaluation*. San Francisco, CA: Jossey-Bass.

Windsor, R.A., Baranowski, T., Clark, N., & Cutter, G. (2004). *Evaluation of health promotion, health education and disease prevention programs* (2<sup>nd</sup> ed.). Palo Alto: Mayfield.

<b>Tentative Course Schedule</b>		
<b>Week</b>	<b>Date</b>	<b>Topic</b>
		<b>Introduction</b>
1	AUG 24	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review Syllabus</li> <li>• Purposes and Uses of Evaluation</li> <li>• Evaluation vs. Research</li> </ul> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Course syllabus</li> <li>2. Weiler, <i>Introduction and Appendix 1, Program Evaluation Standards and How They Apply to the Six Steps of Program Evaluation.</i></li> <li>3. McDermott, Chapter 1</li> </ol>
		<b>Types, Stages, and Phases of Evaluation</b>
2	AUG 31	<ul style="list-style-type: none"> <li>• Differentiating between formative, process, impact, outcome evaluation: An Overview.</li> <li>• Field Project Overview</li> </ul> <p><u>Readings:</u></p> <p><u>Assignments:</u></p> <ol style="list-style-type: none"> <li>1. Assignment #1 Due: Course photo</li> </ol>
		<b>Program Evaluation Process &amp; Models</b>
3	SEP 7	<ul style="list-style-type: none"> <li>• CDC Framework for Program Evaluation</li> </ul> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. U.S. Department of Health and Human Services. Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation. <i>Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide.</i> Atlanta, GA: Centers for Disease Control and Prevention, 2005. Available at <a href="http://www.cdc.gov/eval/evalguide.pdf">http://www.cdc.gov/eval/evalguide.pdf</a></li> </ol> <p><u>Assignments:</u></p>
		<b>Step #1: Engage Stakeholders</b>
4	SEP 14	<ul style="list-style-type: none"> <li>• Types and Examples of Stakeholders</li> <li>• Roles of Stakeholders</li> <li>• Advantages and Disadvantages of Involving Stakeholders</li> </ul> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Weiler, Step 1</li> </ol> <p><u>Assignments:</u></p>
		<b>Step #2: Describe or Plan The Program</b>

<b>Tentative Course Schedule</b>		
<b>Week</b>	<b>Date</b>	<b>Topic</b>
5	SEP 21	<ul style="list-style-type: none"> <li>• Problem Statement</li> <li>• Program Description</li> <li>• Stage of Development and Program Context</li> <li>• Evaluability Assessment</li> <li>• Logic Model</li> </ul> <p><u>Readings:</u> 1. Weiler, Step 2</p>
<b>Step #3: Focus the Evaluation Design</b>		
6	SEP 28	<ul style="list-style-type: none"> <li>• Clarifying the purpose of the evaluation</li> <li>• Generating and prioritizing process and outcome evaluation questions</li> <li>• Aligning evaluation questions with evaluation designs</li> </ul> <p><u>Readings:</u> 1. Weiler, Step 3</p> <p><u>Assignments:</u> 1. Protecting Human Research Training Due</p>
<b>Step #4: Gather Credible Evidence</b>		
7	OCT 5	<ul style="list-style-type: none"> <li>• Specifying indicators, measures, and data sources for evaluation questions.</li> <li>• Instrumentation</li> <li>• Reliability and Validity</li> </ul> <p><u>Readings:</u> 1. Weiler, Step 4 2. McDermott, Chapters 5, 6, 7</p> <p><u>Assignments:</u></p>
<b>Evaluation Design Strategies</b>		
8	OCT 12	<ul style="list-style-type: none"> <li>• Quantitative and Qualitative Designs</li> <li>• Mixed-Methods Designs</li> </ul> <p><u>Readings:</u> 1. McDermott, Chapter 10, 11</p> <p><u>Assignments:</u></p>
<b>Data Collection Methods</b>		
9	OCT 19	<ul style="list-style-type: none"> <li>• Types of Data Collection Methods</li> <li>• Strengths and Limitations of Data Collection Methods</li> </ul> <p><u>Readings:</u></p> <p><u>Assignments:</u></p>

<b>Tentative Course Schedule</b>		
<b>Week</b>	<b>Date</b>	<b>Topic</b>
10	OCT 26	<ul style="list-style-type: none"> <li>• Needs Assessment</li> <li>• Pilot Testing</li> </ul> <u>Readings:</u> 6. McDermott, Chapters 8, 9  <u>Assignments:</u>
11	NOV 2	<ul style="list-style-type: none"> <li>• Surveys</li> </ul> <u>Readings:</u> 1. McDermott, Chapter 12  <u>Assignments:</u>
<b>Step #5: Justify Conclusions</b>		
12	NOV 9	<ul style="list-style-type: none"> <li>• Processing and Analyzing Data</li> <li>• Interpreting the Results</li> </ul> <u>Readings:</u> 1. Weiler, Step 5  <u>Assignments:</u>
<b>Step #6: Ensure Use</b>		
13	NOV 16	<ul style="list-style-type: none"> <li>• Preparing evaluation reports</li> <li>• Presenting data</li> </ul> <u>Readings:</u> 1. Weiler, Step 6 2. McDermott, Chapter 16  <u>Assignments:</u>
14	NOV 23	<b>Exam</b>
<b>Managing Evaluation Projects</b>		
15	NOV 30	<ul style="list-style-type: none"> <li>• Managing Evaluation Project</li> </ul> <u>Readings:</u> 1. McDermott, Chapter 4  <u>Assignments:</u>
16	DEC 7	Team Reports Course Evaluation